The Indianapolis School Readiness Initiative

Working to ensure that all children, from birth to 6, have the social, emotional, language, cognitive and physical well-being to successfully begin school.

City of Indianapolis – Annie E. Casey Foundation – United Way of Central Indiana

What Does it Mean to Be Ready For School?

Communicates verbally and nonverbally

Meets behavioral expectations

Plays and participates in various settings

Initiates, responds to and maintains positive social relationships

Uses cognitive skills to explore the environment, to reason and solve problems

Has strong pre-reading skills

Is well nourished, well-rested, clean and healthy

Why is school readiness important?

- **Establishes foundation for academic success, health, and general well-being**

- **Helps prevent early academic failure**

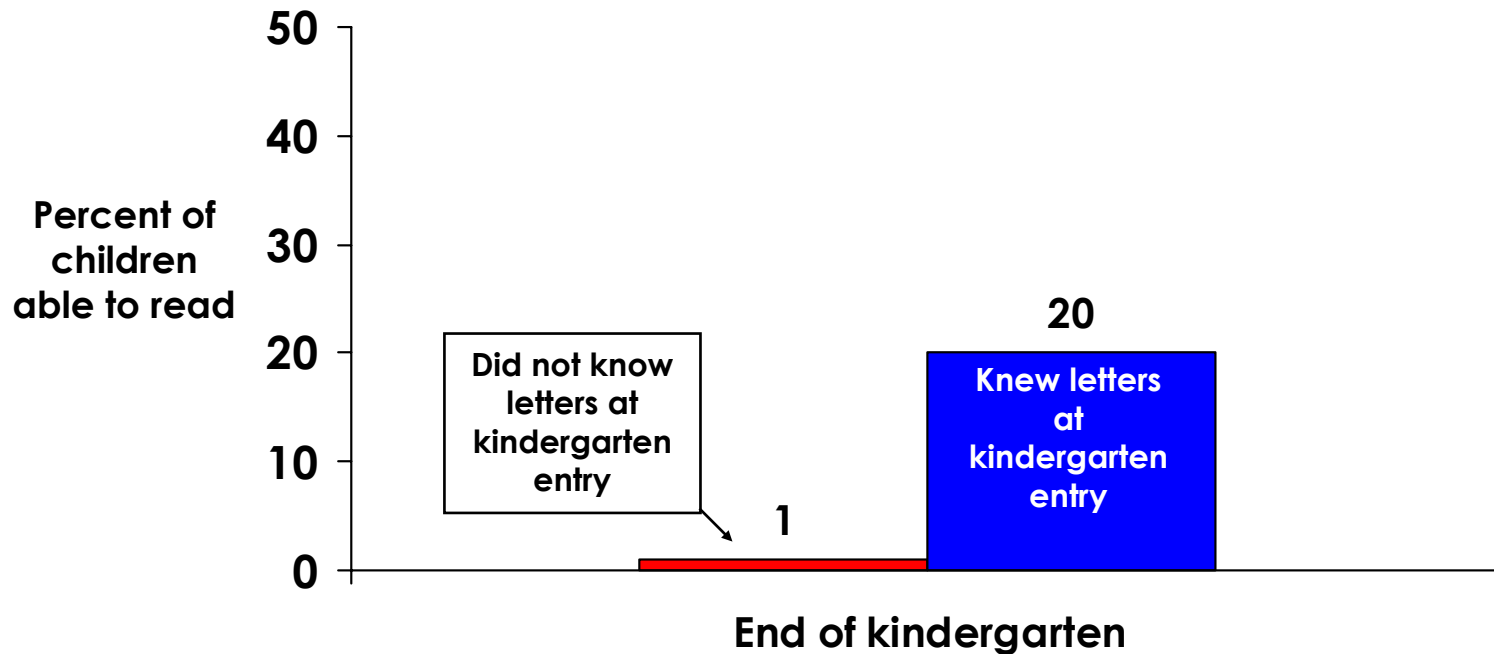- **Improves cognitive and social-emotional functioning**

Why is school readiness important?

- *It works!* Children who participate in early learning activities are more successful in school, graduate more and earn more.

- *It benefits the community!* They also experience reduced rates of teen pregnancy, criminal activity and unemployment.

Language and Cognition

Children who start behind, stay behind

Children who know the alphabet when they enter kindergarten are 20 times as likely to be able to read simple words aloud at the end of <u>kindergarten</u>

Percent of children able to read

End of kindergarten

6

Children who know the alphabet when they enter kindergarten are 3 times as likely to be able to read and understand words in the context of simple sentences by the end of <u>first grade</u>
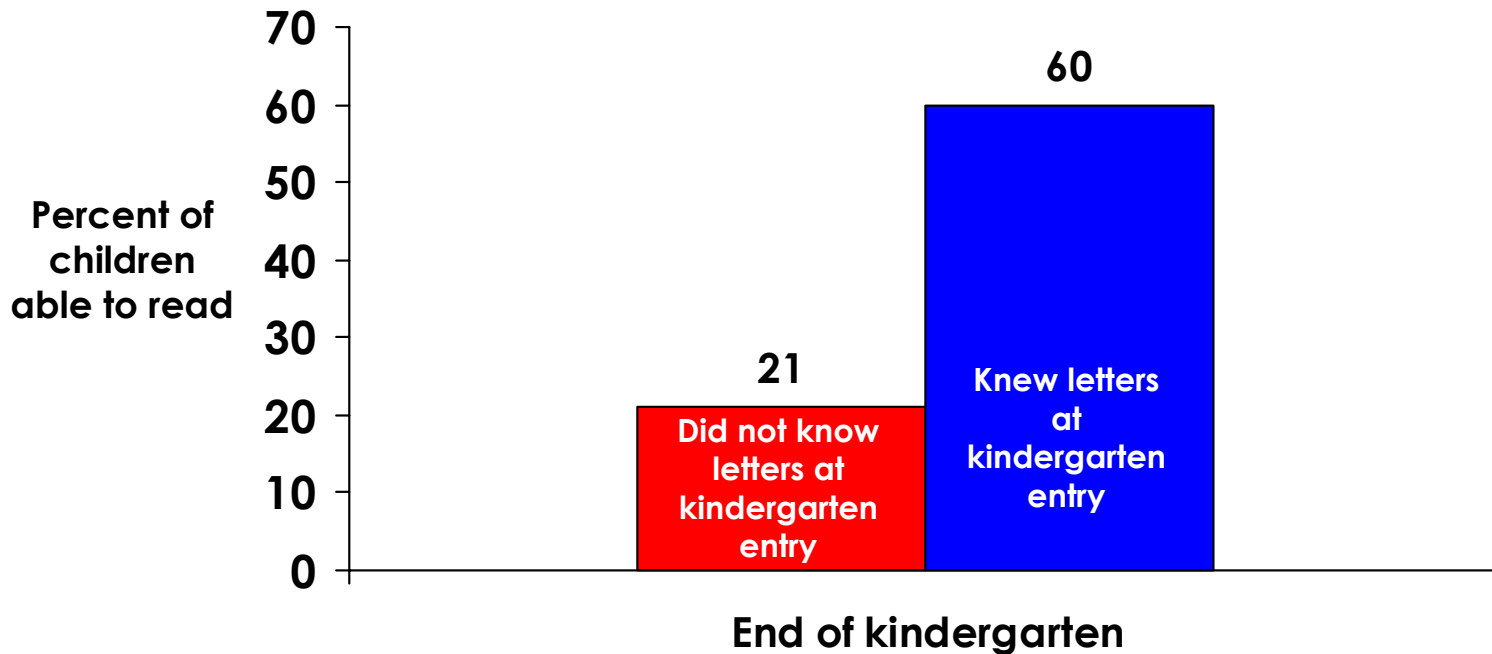
2002-03 IPS Kindergarten Achievement

**3,158 Kindergarteners attended IPS,**

2,526 in Title I Schools

1,111 (44%) of Kindergarteners were identified as not ready for school

Source: Developmental Tasks for Kindergarten Readiness, Fall 2002. Administered by IPS.

Children who start behind, stay behind

If 50 first graders have problems reading, then 44 of them still have problems reading in fourth grade.

First Graders
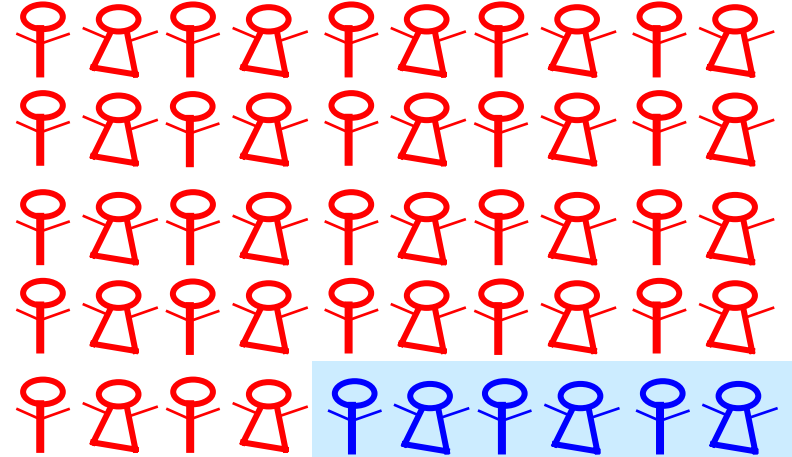
Fourth Graders

2003 3rd Grade ISTEP Results
Marion County, by Township

**Total % Students who are Pass+ or Pass Both Areas (Math and English)**

76%	Decatur
72%	Washington
71%	Speedway
67%	Wayne
65%	Warren
65%	Lawrence
64%	Pike
64%	Beech Grove
61%	Perry
60%	Franklin
52%	**IPS**

"**Children who are not at least modestly skilled readers by the end of third grade are unlikely to graduate from high school.**"

—**Committee for Economic Development (2003),**
Preschool for All, 2003

Population Age 16-19
Marion County

14%

13%

73%

- **Enrolled in School**
- **High School Graduate**
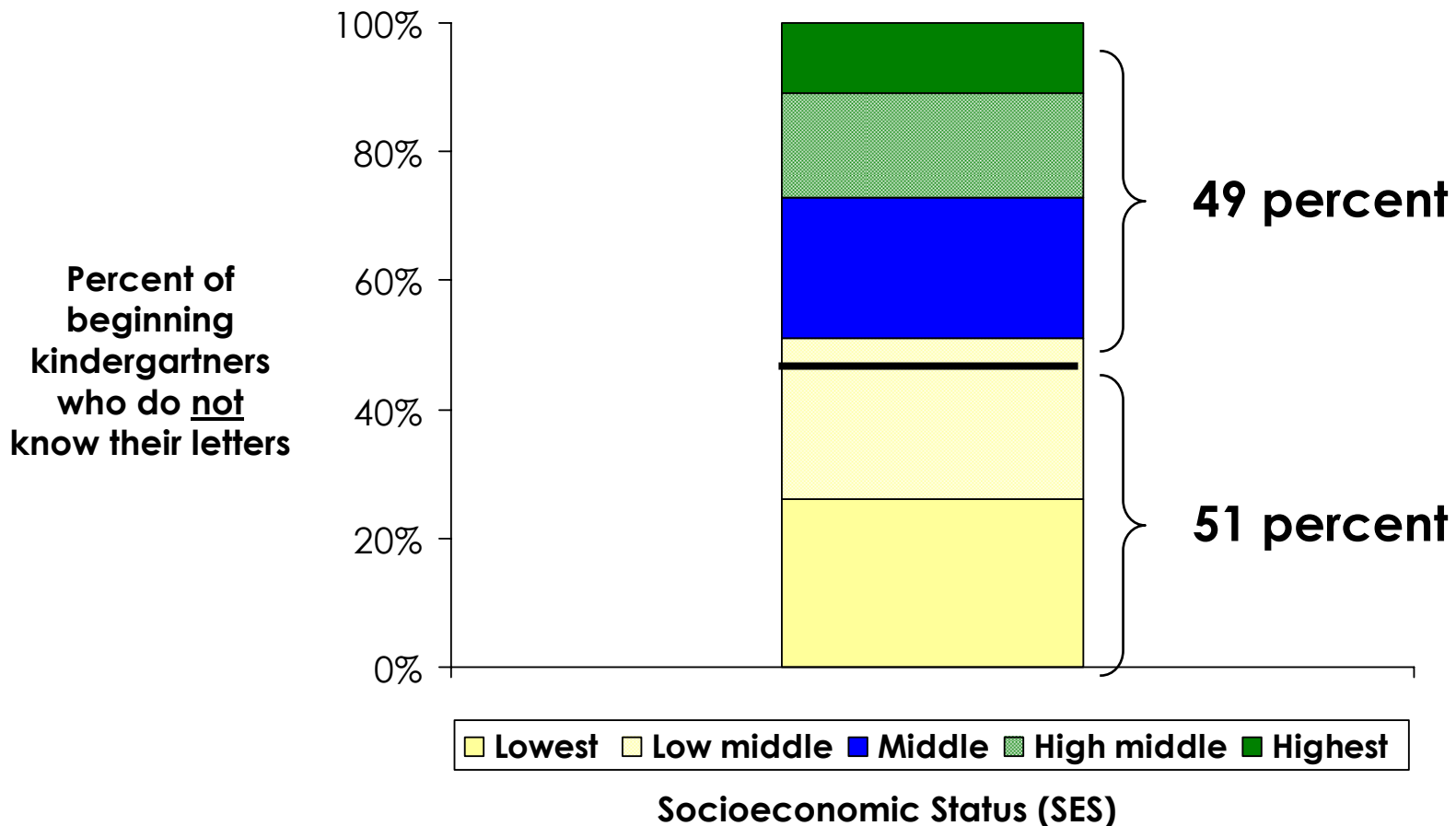- **Not a High School Graduate**
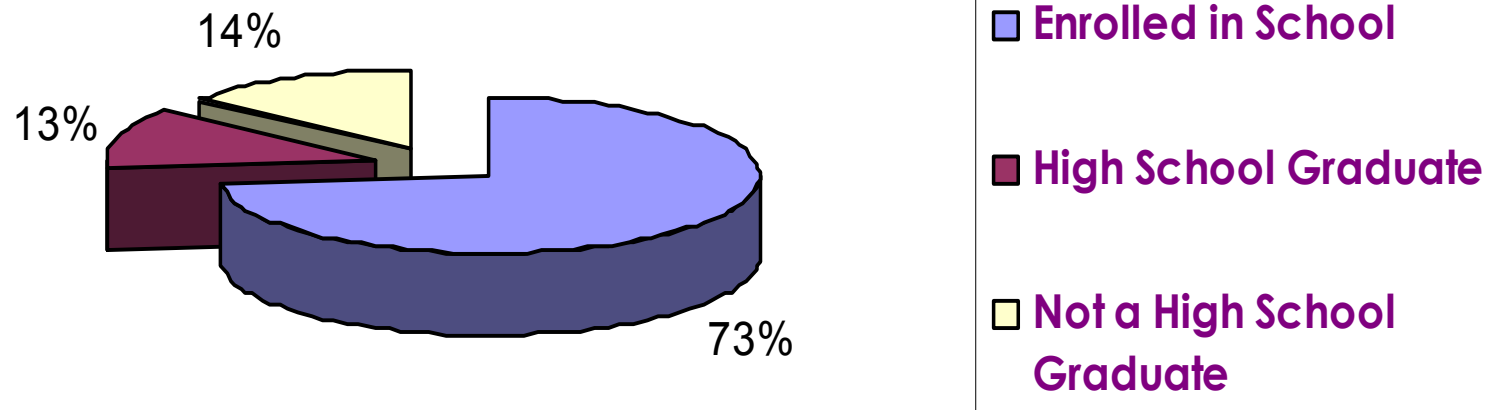
Source: 2000 U.S. Bureau of the Census, SF3

While the school readiness problem is <u>not</u> limited to low-income children, minority children, and children "at-risk…"
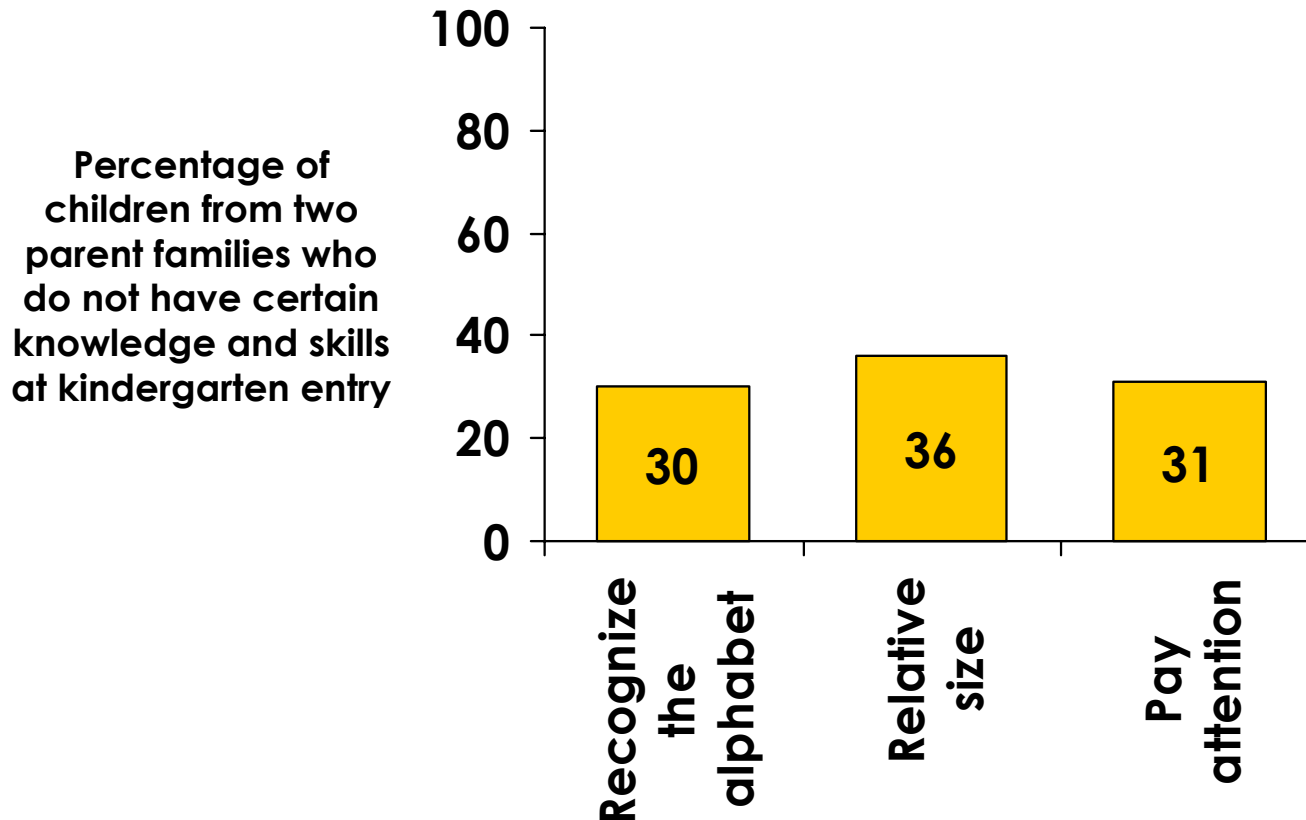
13

Too many children from all families are not ready for school…

49 percent of children who do not know the alphabet as they enter kindergarten are middle class or higher

Percent of beginning kindergartners who do **not** know their letters

100%
80%
60%
40%
20%
0%

49 percent

51 percent

☐ Lowest ☐ Low middle ■ Middle ▨ High middle ■ Highest

Socioeconomic Status (SES)

14

Source: Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, Base-Year Public Use File.

First time kindergartners only.

Many children from two parent families are unprepared for school when they enter kindergarten.

Percentage of children from two parent families who do not have certain knowledge and skills at kindergarten entry

Category	Percentage
Recognize the alphabet	30
Relative size	36
Pay attention	31

Source: America's Kindergartners. NCES 2000-029.

15

Many white children are unprepared for school when they enter kindergarten.

Percentage of white children who do not have certain knowledge and skills at kindergarten entry

Bar chart with y-axis from 0 to 100:
- Recognize the alphabet: 29
- Relative size: 36
- Pay attention: 30

Source: America's Kindergartners. NCES 2000-029.
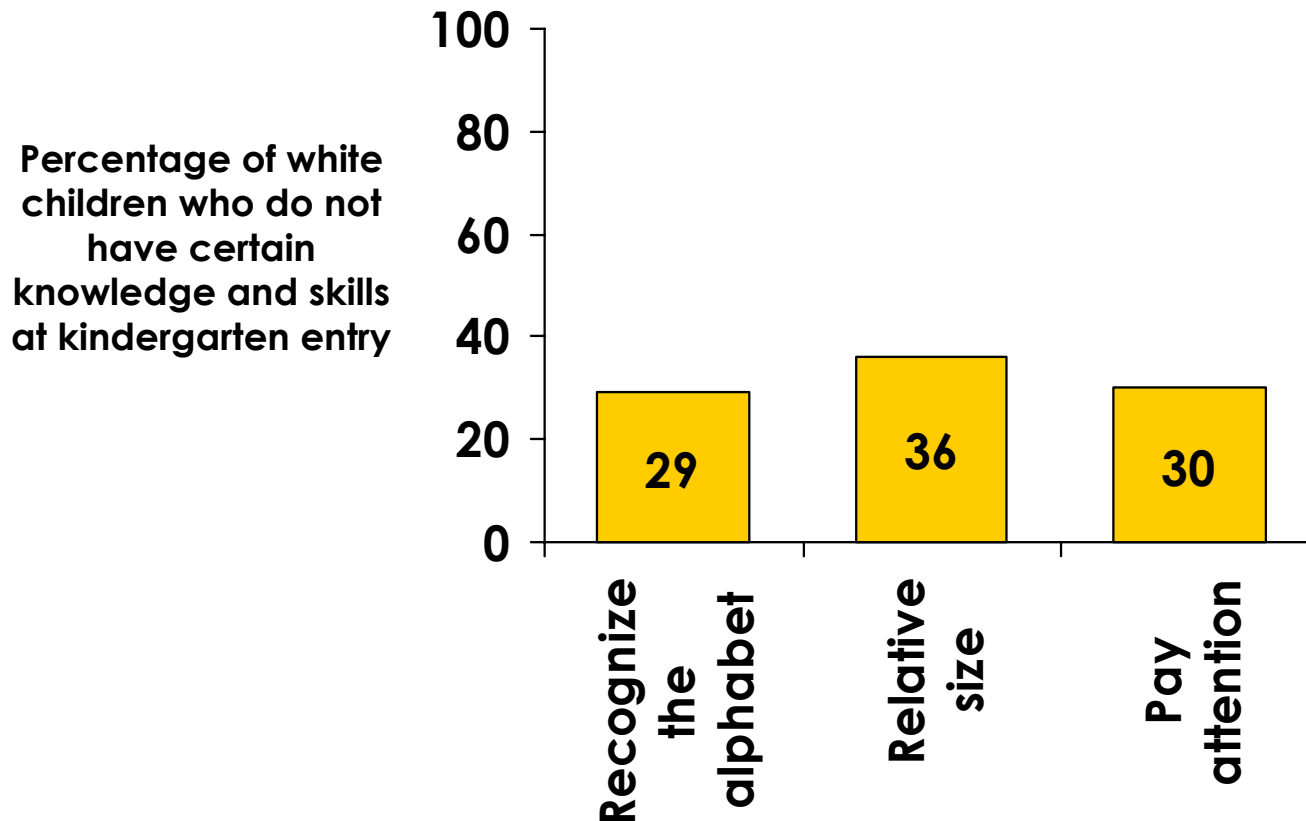
… low-income children, minority children, and "at-risk" children have farther to go to become successful in school..
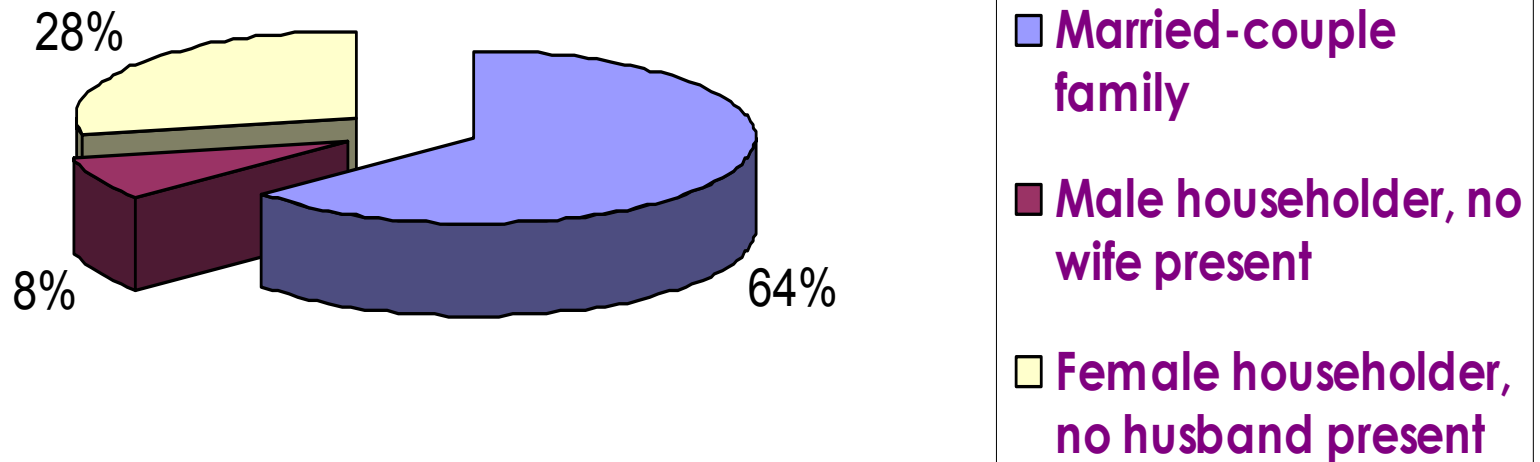
The Facts

Living Conditions

- **63,640**   **Children Under Age 5**

- **11,060**   **Children Under Age 5 Live In Poverty**

- **48,471**   **Families with Children Age 6 and Under**

- **17,603**   **Single Parent Families with Children Age 6 and Under**

- **47,210**   **Children Under Age 6 Live in Households where all Parents Work**

Ratio of Income to Poverty
Marion County Children Under Age 5
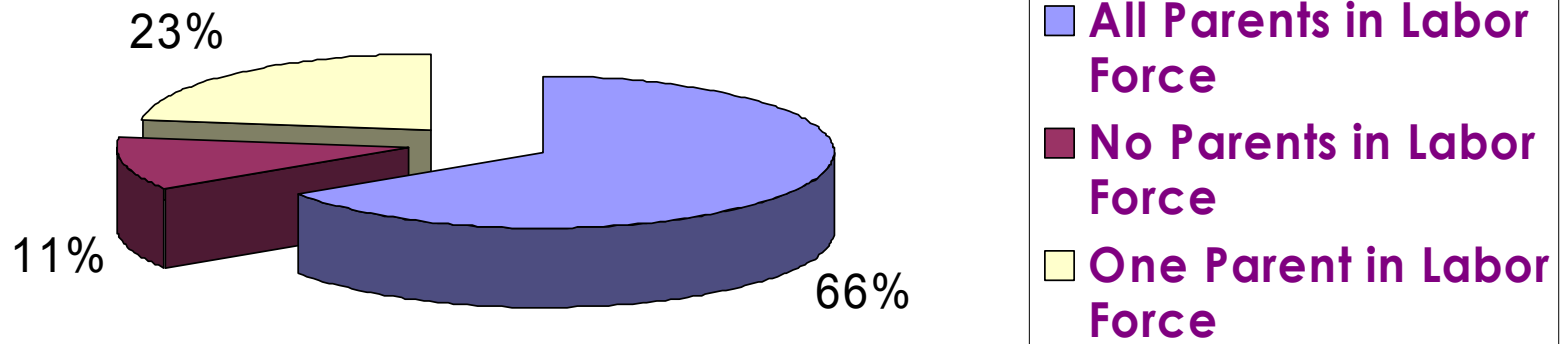## For Whom Poverty is Determined

9%

9%

12%

8%

62%

Legend:
- Under .50
- .5 to .99
- 1.00 to 1.49
- 1.50 to 1.84
- 1.85 and over
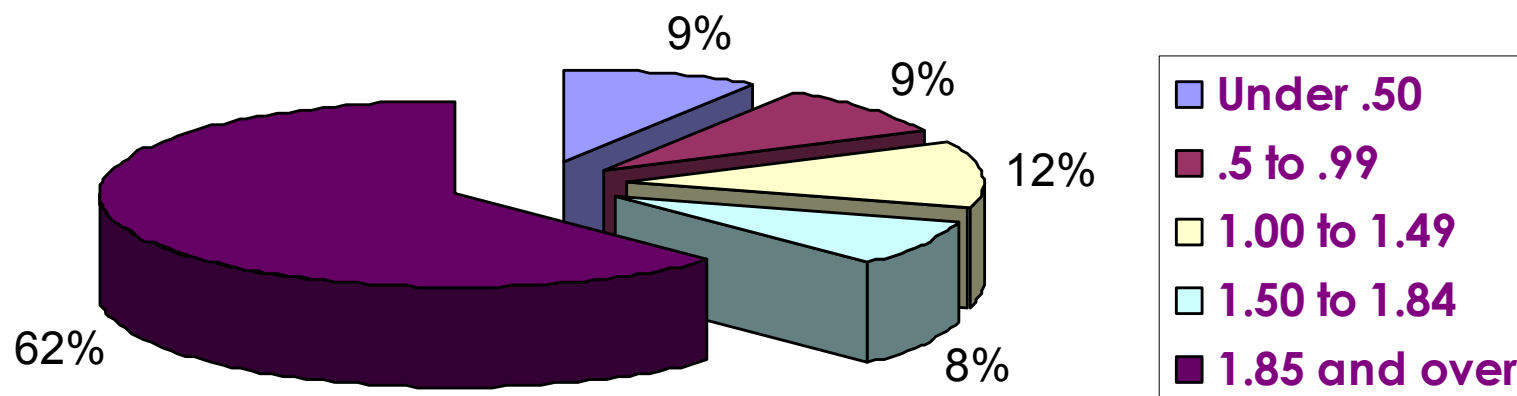
Source: 2000 U.S. Bureau of the Census Data, SF3

Families with Own Children Under Age 6 by Family Type

28%

8%

64%

- ■ Married-couple family
- ■ Male householder, no wife present
- □ Female householder, no husband present

Own Children Under Age 6 by Employment of Parents

23%

11%

66%

Legend:
- All Parents in Labor Force
- No Parents in Labor Force
- One Parent in Labor Force

Source: 2000 U.S. Bureau of the Census, SF3

2002 Birth Facts

- **7.6%**   **Babies were born with Low Birth Weight**

- **80.5%**   **Of Moms had 1st trimester care during pregnancy**

- **18.2%**   **Of Moms reported smoking during pregnancy**

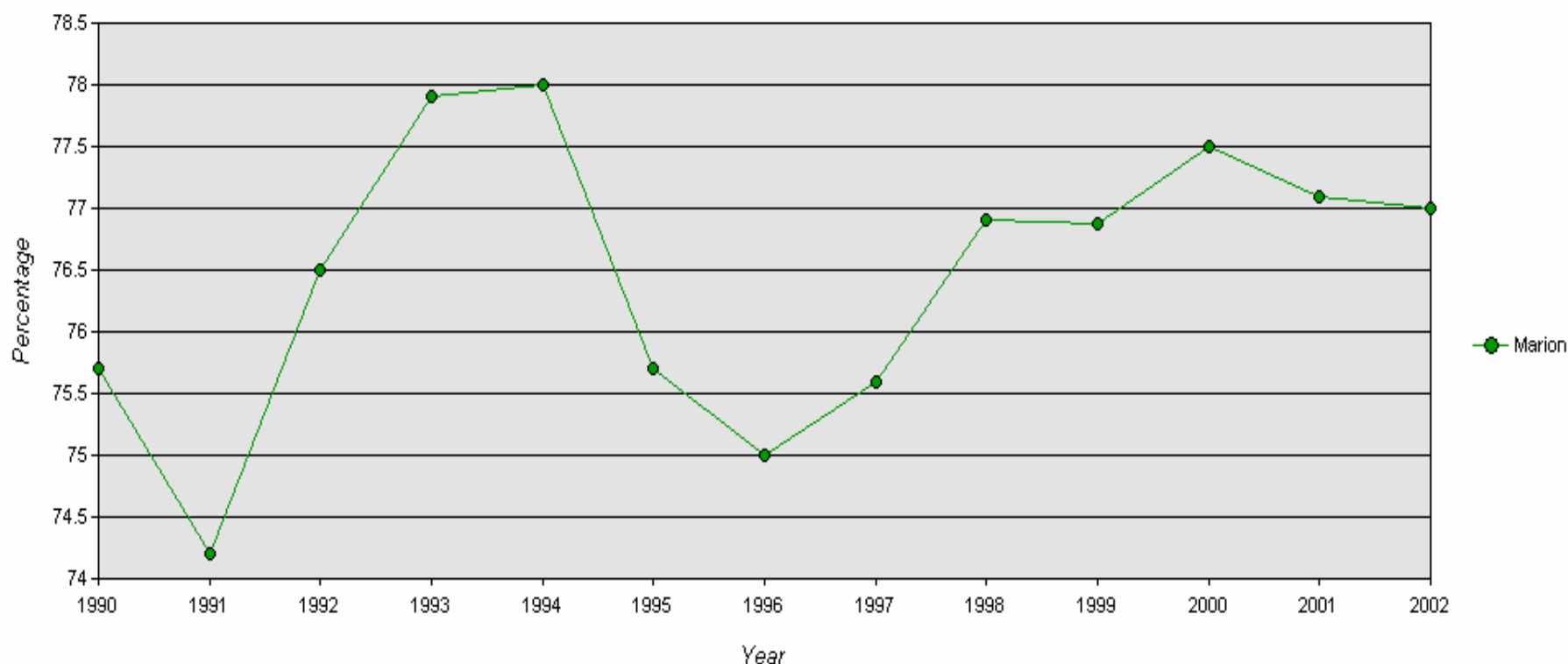- **36.5%**   **Of all babies were born to Single Moms**
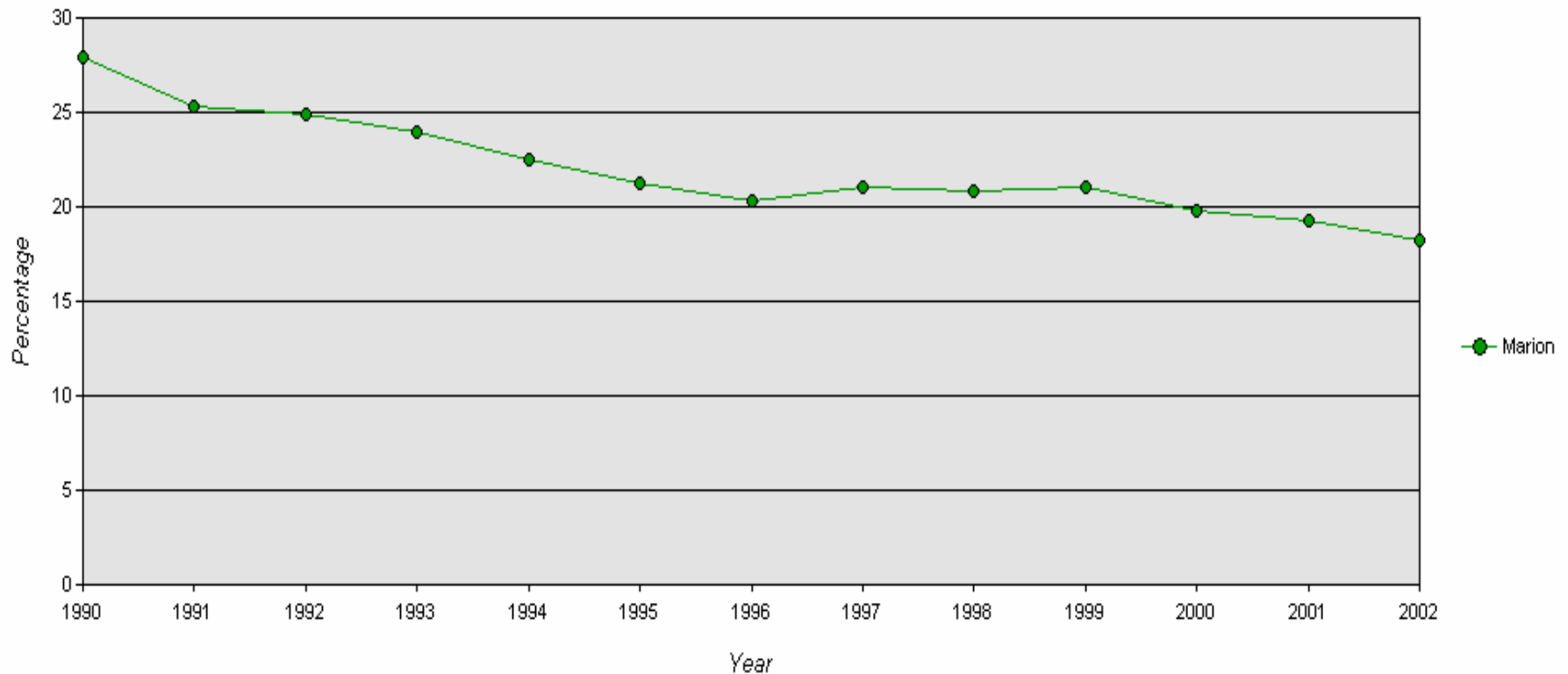
Percent Of Low Birth Weight Babies
Marion County

Source: Indiana Youth Institute, Kids Count Indiana Database.
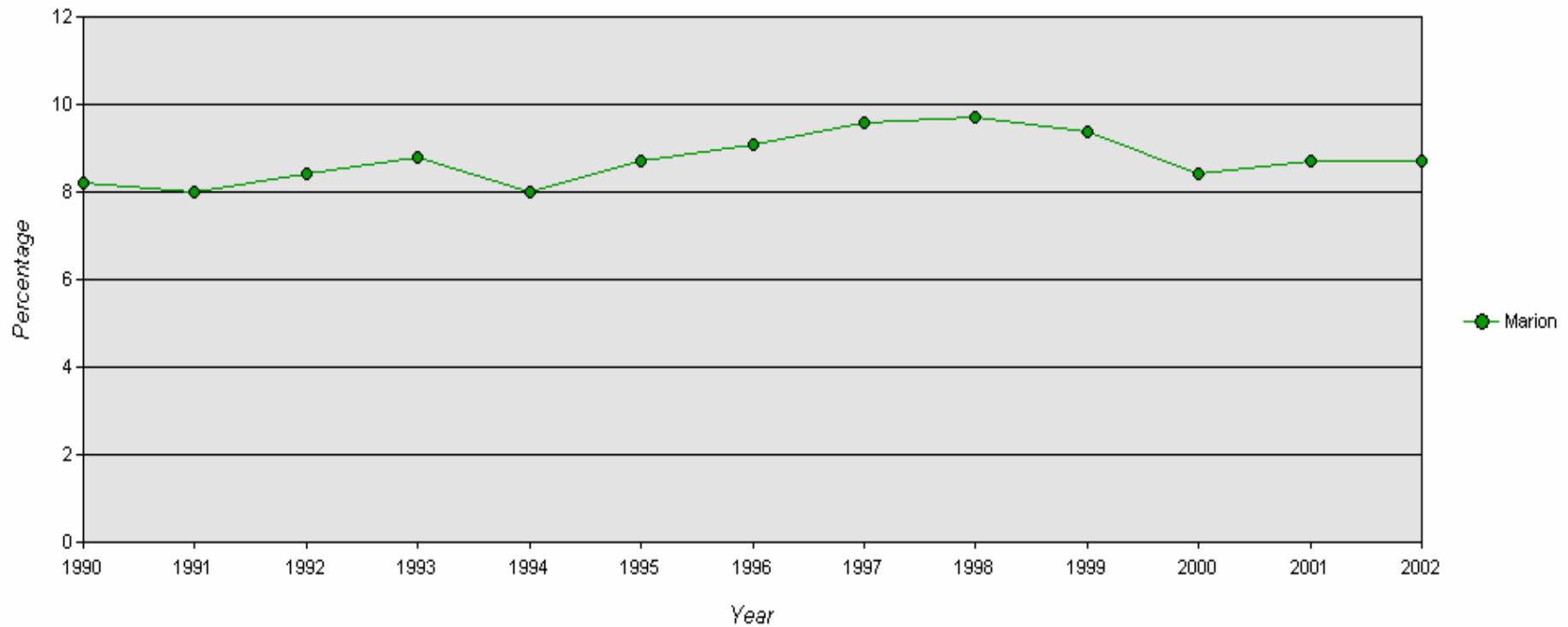
Percent of Mothers Who Received First Trimester Pre-Natal Care
Marion County

Source: Indiana Youth Institute, Kids Count Indiana Database.

Percent of Moms Who Reported Smoking During Pregnancy
Marion County

Source: Indiana Youth Institute, Kids Count Indiana Database.

Non-Marital Births
as a Percent of All Births
Marion County
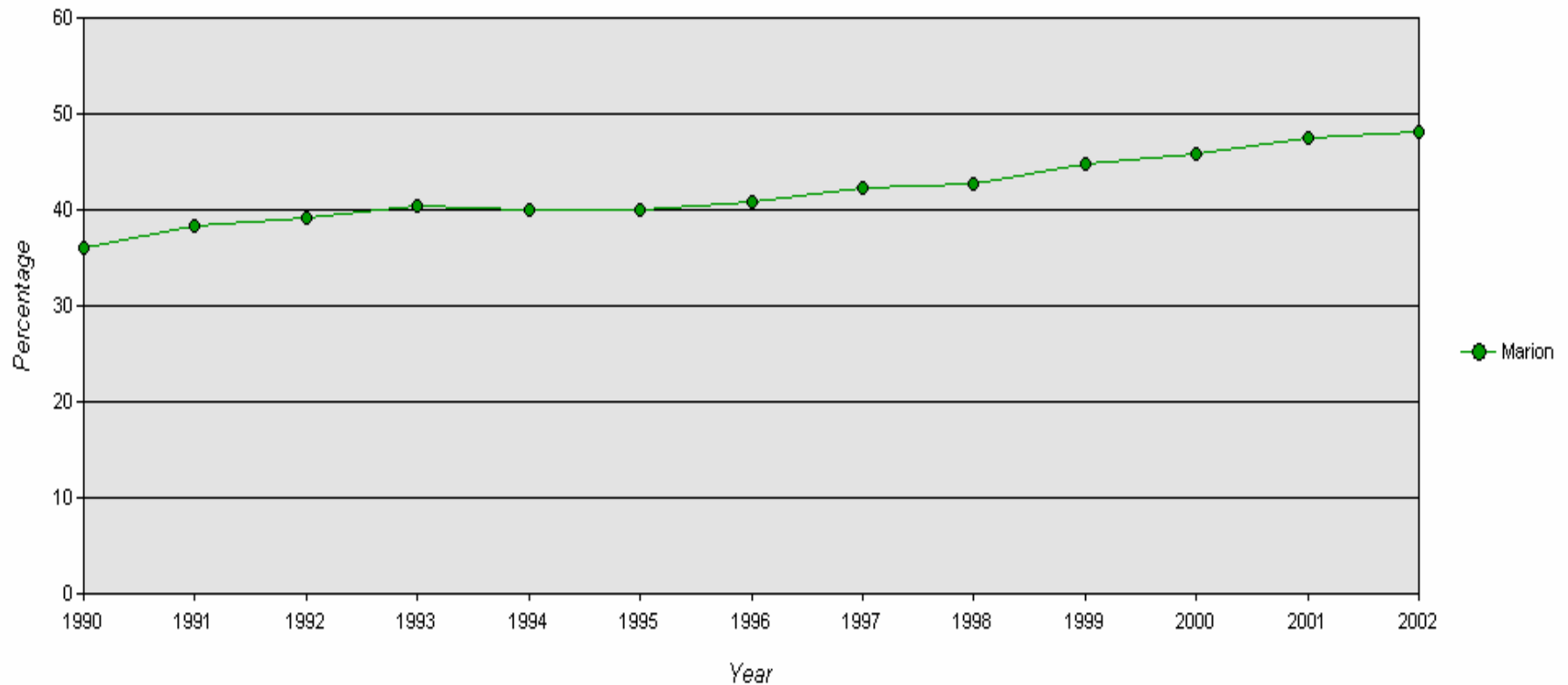
Source: Indiana Youth Institute, Kids Count Indiana Database.

The Challenges

Multiple public agencies provide significant resources for children with developmental delays and families at risk of failure.

However, a coordinated system of learning and support services for children from birth through kindergarten does not exist.
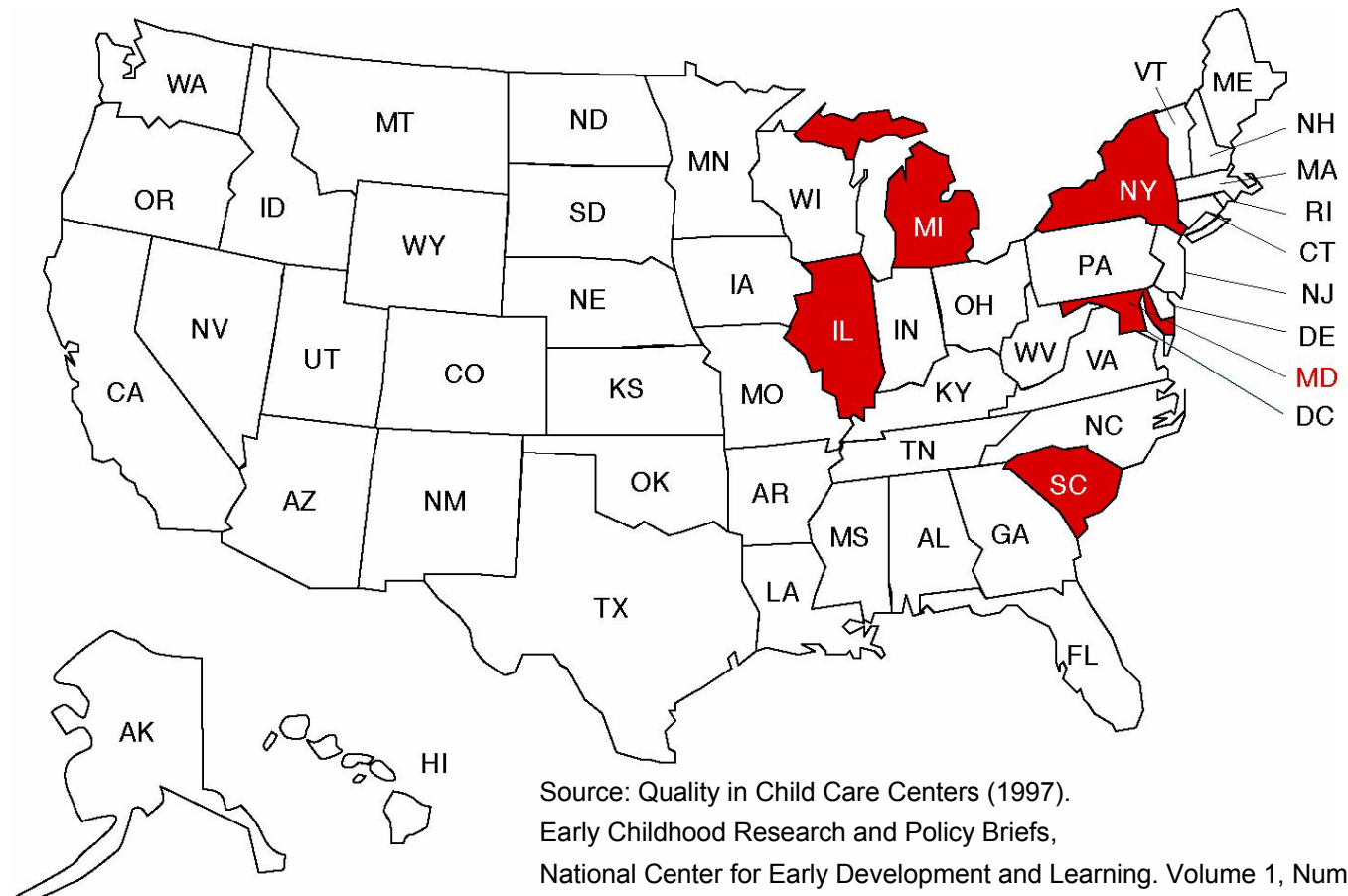
A statewide survey conducted in 2001 indicated low recognition of the need for school readiness services or systems.

Source: Strategic Marketing & Research, Inc. Childcare Survey, June 2001

Only 5 states have the 4 quality standards in place (bachelor's degrees, class size, teacher-child ratio, pre-K standards directly aligned to K-12)

Illinois

Maryland

Michigan

New York

South Carolina

Source: Quality in Child Care Centers (1997).

Early Childhood Research and Policy Briefs,

National Center for Early Development and Learning. Volume 1, Number 1.

The Community's Response

Primary Support

Office of the Mayor of Indianapolis

United Way of Central Indiana

Annie E Casey Foundation

Secondary Support

National League of Cities

United Way of America

The Planning Process

July 2003 - Annie E. Casey Foundation, City of Indianapolis and United Way **convened stakeholders** interested in school readiness. Formed the Design Team.

October 2003 – Selected and hired planning **process facilitator**

The Planning Process

November 2003 - Under the signature of Mayor Peterson, the Working Group met to **confirm the basics** of early childhood development.

November 2003 -April 2004 - The groups **identified results**, **scope of work and guiding principles**.

Scope of Work

Children 6 and under

Marion County

All partners can implement strategies

Strong leadership & management

At least 5 years

Sustainable system of services

Encourage self-sufficiency actions

Guiding Principles

Build on successes

Prevention and early intervention

Multi-sector partners

Measurable outcomes and assessment

Embrace diversity

The Planning Process

March-April 2004 - The Working Group identified objectives and measures.

AECF facilitated small groups that **clarified the objectives**, **suggested actions and indicators.** Then, each group selected 1 or 2 community-based actions which could be taken right away.

The Planning Process

April 2004 - The Working Group **prioritized the actions,** identified first year activities and recommended an initiative name: **Success By 6.**

An **Advisory Group** emerges from AEC Making Connections Team conference.

The Planning Process

Late May, 2004 – **Disseminate draft** plan to planning participants

June- August 2004 - **Transition** from planning to implementation

August 2004 – **Launch** initiative

School Readiness Indicators

Indicators will be selected

for each result

Indicators will be

research-based and obtainable

School Readiness Indicators

Kindergarten assessments results

3rd grade standardized achievement test results

Health data, e.g., Immunization rates

Pre-kindergarten developmental assessment results

Desired Results

Children's health status improves

Desired Results

All children meet appropriate social, emotional, language and cognitive milestones

Desired Results

Families and primary caregivers have supports needed to develop their children successfully

Desired Results

Residents, policy makers and institutions understand and support early childhood development

Desired Results

Services for young children and their families are efficiently and effectively coordinated

First Year Priorities

The community is educated about the importance of early childhood development

Children are ready to read

Implementation Steps

Finalize First-Year Plan

Create Infrastructure & Communications Management Plan

Obtain Approval and Funding

We're not alone.

National Early Childhood Efforts

The Early Childhood Challenge

National League of Cities and the Freddie Mac Foundation

Kids Ready for Schools

Annie E. Casey Foundation

Success By 6®

United Way of America

HeadStart and EvenStart

Indiana Early Childhood Efforts

Covering Kids and Families

Governor's Commission on Early Learning and School Readiness

Maternal and Child Health Early Childhood Comprehensive Systems

Bureau of Child Development

P-16 Comprehensive Education Plan

Success By 6®

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